The Undergraduate.

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DECEMBER.

The wild winds whistle through the moaning pines,
And all the woods and fields the darkness shrouds;
The snow-flakes fall in myriads from the clouds,
While dimly from the sky the round moon shines.
Stern Winter's icy fingers clutch the turf;
His frosty breath sweeps o'er the river's face,
Chilling its throbbing veins, then on apace,
Fraught with the cold of northern ocean's surf.
The evergreen's rich branches, clothed in white,
Hang drooping from the sturdy parent stem,
While on each tiny twig, a crystal gem
Shines sparkling in the winter sun's cold light.
Deep silence reigns upon the hill and lea,
While snowbirds, voiceless, flit from tree to tree.

APRIL.

The April winds sweep through the leafless trees,
And whirl across the meadows white with snow;
The river's veins, long dormant, once more flow,
Its heavy fetters loosed by spring's soft breeze.
First comes the bluebird from the sunny clime;
The robin's flute from hill and dale is heard;
The maple buds burst forth, while every bird
Sings out with notes far sweeter than the chime.
Of tinkling bells in grand cathedral tower.
Cold winter's reign has ceased, and day by day,
His grasp grows weaker, till, when graceful May
Gives place to blooming June, the monarchs power
Has left no trace save where his icy breath,
Planted in tender trees the seeds of death.

D.

PSYCHOLOGY FOR TEACHERS.

(*Continued.*)

PROF. D. MCGREGOR MEANS.

IV. (1.) We may now consider some practical applications of the principles of Psychology. It will be convenient to use an example for this purpose, and the subject of grammar will best answer our purpose. This is certainly the most important discipline that our schools can offer. Its relations to mental science, including Logic, are obvious, its importance in Philology is of course extreme, and it affords an excellent opportunity for the acquisition of sound habits of investigation, as well as many incidental glimpses into history and literature. At the same time, it is a highly abstract study and therefore, as a rule, repulsive to the young scholar. Since it is thus necessary and difficult at once, besides occupying the largest share of the curriculum, too much care cannot be taken to teach it in the most scientific manner. We must therefore make use to the fullest extent of the chief intellectual power, that of discerning agreement amidst difference, or similarity in diversity. What is entirely new is not easily learned except under special stimulus; but that which under the guise of novelty contains familiar elements may be soon conquered by their aid. In the case of grammar the child has, before going to school, acquired his mother tongue, and the first step should be to open his eyes to what he has learned. The rules of thought as shown in the sentence, with its subject and predicate, its adjectives, adverbs, prepositions and conjunctions, must be first expounded. This is a difficult matter, but is generally dismissed with slight attention. Much time and unlimited illustration may be here well spent, and the pupil should not be allowed to proceed until he is able, entirely of himself, to construct a new sentence and clearly describe all its parts. When this has been done he will find little trouble in the analysis of sentences, which should now be taken up. Indeed this ought to be regarded by the scholar as a pleasant exercise, just as the solution of problems in arithmetic is enjoyed by those who are familiar with the processes.

Since the English tongue has lost its inflections, if the study of grammar is to be followed, the older forms of the language must be taken up. If this is not done, some inflected language must be chosen, since it is too absurd for any place except the district school, to attempt to apply a system of 'parsing' derived from a highly inflected language to our modern English. Latin is the usual and perhaps the best resort. It should at once be impressed upon the mind of the

scholar that he is now called upon to discover, under a mysterious concealment, those very parts of speech which he has learned to distinguish in his own tongue, standing in the very same relation to each other. In this perplexing maze the aid of the inflections must not be refused the scholar, and perhaps it is as well to have the inflections learned by heart, once for all. This will be a severe task and one redeemed by no feature of interest except what can be derived from the likeness of many endings. Attention should be called to the similarities of the five declensions and four conjugations, if these traditional numbers are retained. If they are to be rejected it will be better to experiment first with the verb, which may be easily reduced to one system of inflection. When this severe but brief task has been well accomplished, the analysis and construction of sentences may be attacked. Here the knowledge previously gained may and should come into constant play. The pupil should be taught to recognize the equivalent of the English subject and predicate, attribute and adverbial phrase, in its Latin form. Conditional sentences require especial study. After thorough drill in this, the construction of Latin sentences should occupy one half of the time, the other half being devoted to reading some classic of simple style. The result of a few months of careful teaching upon this plan will be an ability to read Latin with ease. When this ability has been attained the niceties of the syntax and etymology may be taken up. As a general rule a student should not have his time and patience wasted by the teacher in tedious enquiries into parts of verbs, rules for cases, &c., when he has made an accurate translation. When the translation is grossly inaccurate it may be necessary to throw the student back into the earlier studies. But a perfect translation implies an understanding on the part of the student of all the rules necessary to make it, and when such proficiency is obtained, the length of the lesson is to be rapidly increased and the student made to read as much as possible. Of course if the student is to make Philology a specialty, the case is altered.

Provided the scholar is of quick memory, he should be required to learn together with the inflections, the little words, adverbs, prepositions, conjunctions, &c., that make up so large a part of language. They are not more than one or two in a hundred, if we look in the dictionary, but in use they occur twice as often as other words. In the last sentence twenty out of the twenty-eight words are of this class, words that might with great saving of time be learned once for all at the outset.

(2.) In this connection the question arises, how far teaching should be directed toward making the scholar find out out for himself. It is contended that we naturally advance by our experience of particulars to a knowledge of the general. We first solve the problem and then lay down the rule, and as this is the way of nature it should be the way of art. Dugald Stewart observes: "Such a mode of education, too, would be attended with the additional advantage of accustoming the student to the proper method of investigation; and thereby preparing him in due time to enter on the career of invention and discovery. Nor is this all. It would impress the knowledge he thus acquired, in some measure by his own ingenuity, much more deeply on his *memory* than if it were passively imbibed from books or teachers;—in the same manner as the windings of a road make a more lasting impression on the mind, when we have once travelled it alone, and enquired out the way at every turn, than if we had travelled along it an hundred times, trusting ourselves implicity to the guidance of a companion." There is much to be said in favor of this view, and especially to be regarded is the interest that may thereby be called in to help the work. A problem may be so simplified that the solution will be within the grasp of the scholar, and the pleasure arising from the pride of success will fix the desired process firmly in the mind. In mathematics this mode of teaching should

doubtless be made very prominent. The rules of arithmetic should, with a few exceptions, be formed by the scholar as the result of his experiments. Original demonstrations are of great value also in geometry. In general wherever the processes are inferential rather than intuitive this system should be applied. But where many new facts are to be learned the mind of the ordinary scholar is not of sufficient power to proceed without aid. It will not answer to set a Latin book before the ordinary boy and tell him to translate, as you would submit a cuneiform inscription to an Assyriologist. The conquests of the race have, it is true, been made without guiding rules, but they have been made by men and not boys. Still it must be maintained that just so far as is possible the boy should be encouraged to make his own rules rather than work with those of others; and this is so because the process of making rules is in itself most valuable in its results.

(3.) The previous discussion indicates the importance of awakening the interest of the scholar. In school-work, what is done without interest is, for the most part, without value. It is true that something may be absorbed, as it were, but the teacher deserves little credit for that. It is therefore wise to point out to scholars the end in view in their studies. They may not appreciate the importance of that end, but it is more interesting to work with a knowledge of some end to be obtained than to work entirely in the dark. Teachers should be ready with answers to boyish objections and not have to fall back upon authority. If the curriculum is rational and the teacher intelligent, a reason can be given why every particular study is taken up, and why it is taken up when it is. And such reasons can be given as boys cannot reply to, except on the ground of laziness, which they themselves understand as a confession of the weakness of their case.

In general the teacher should be constantly on the watch to point out similarity in the daily work with what has gone before. This gives rise to the proper pleasure of intellect, the reduction to order of what seems blind and confused. Interesting associations should be brought up to enliven the way, anecdotes of those who have trodden the path before, suggestions as to modes of study and points of view from which difficulties are to be examined. But after all the labor of learning is severe and it need never be expected to become as agreeable as novel-reading. The teacher must see that whatever interest there is in a subject be fully taken advantage of in his teaching; but he must in addition insist upon hard work.

(4.) The most valuable result of education is the ability to fix the attention, the power of concentration, as it is called. It therefore makes all the difference in the world whether a lesson is learned as quickly as possible or not. If a boy has taken an hour to learn what he might have learned in half that time, he has received an injury rather than a benefit from his study. He may have taken a step in the knowledge of useful fact, but he has at the same time taken a step in forming an evil habit of mind. Now every intelligent student knows how much more time he often spends over a lesson than he needs, and dull students are still worse in this respect. It is plain, therefore, that the wise teacher will stimulate his boys by every means in his power to learn their lessons as quickly as possible. He will not do this with the idea of lengthening their lessons, but distinctly with the aim of developing the power of attention. In this way much time may be won by the student, to be given to play, reading or study as he chooses, but preferably to play and reading. In this way also the teacher who may be disposed to plead lack of time for the new methods urged in these papers will find that time is created. Let the teacher, when he teaches, require unremitting attention, punishing sharply any one that is lacking in this respect, and he will be able to shorten the time of his teaching by a third or a half. Let him, when he is hearing a recitation, drive the work, and let those students that can recite rapidly have the

benefit of their quickness in an early dismissal, and let those that are unprepared suffer for their sloth. Every one can recall instances where under the pressure of a strong desire for a holiday or an excursion, lessons were learned in half the usual time. This exception should be made the rule. Boys will soon take advantage of a standing offer to let them off an hour's confinement in return for attentive study. But the reward of such study is not alone the time now gained for play; it is permanent ability to accomplish results in shortened time.

There remains to be considered the use of the emotions in education. This is no unimportant part of the general subject, but I fear that these papers have already occupied too much of the space of a sheet, which, according to its name, should present rather the views of students than of their teachers. It may perhaps be thought that novelties enough have been suggested in what has already been written, and in that case at least I may be pardoned for not having covered quite all the ground that I had allotted to myself.

WHAT OUGHT WE TO READ?

There is no doubt but every student has often found himself pondering the puzzling question, "What shall I read?" and the more he considered it the less decided he was, until he gave up the inquiry and did not read at all.

It seems strange that this simple matter of reading should be so difficult to decide, while many other things of much more importance are often readily settled.

Some may say that it is because there are so many things to be read that one fails to make a choice of matter; others, that to make any reading profitable requires so much time that they cannot afford it, and others may have different reasons. These all seem plausible enough, and it may be that these difficulties often prevent many from reading during their spare moments, but they fall far short of the true reason why the choice of reading matter is so hard to make.

This difficult question might be more readily solved if every one would first ask himself the question, "Why do I read?" and the answer to this would be the key to the former. This seems a reasonable conclusion; for men of intelligence and understanding seldom undertake anything without a purpose or definite reason, and even the reason itself is the cause of the attempt, and upon this same principle an intelligent reader should know why he reads, and if this is known the "what" becomes a mere consequent.

If one goes into a large library to find something to read without having any idea in his own mind of what he wants, ten chances to one, he will search for hours without finding anything that satisfies. But let one who has carefully considered the question, "Why do I read?" go to the same library that was so barren of books for the former searcher, and he will make his selections at once and without difficulty.

It is true that settling in one's own mind the "why" will not always decide the "what" to read. Most subjects have been treated by various authors with various ends and results. To read them all would tend rather to confuse than enlighten, besides wasting much valuable time. We can easily learn which are the best, and thus the question is decided; for it pays no one to read anything but the best.

We are naturally apt to make selections of those things that please and interest us more than of those that instruct and elevate. This is not an error in the conclusion that we choose reading matter in accordance to the purpose for which we read, but it is an error that made pleasure alone the purpose.

Judgment should be exercised and taste often disregarded; for if one has a special liking for any particular kind of reading, he would naturally choose this first of all, and if he should suffer himself to be always guided by his taste, he would only be deepening those ruts that now seem to him too deep to get out of without a struggle.

While we guard against this common error we should carefully guard a desultory style of reading which cannot fail to produce a habit of superficial thought and investigation. Because of this practice many great readers prove to be very ignorant men.

The reader should make it a point to master the author's thought and see it in the same light that he did. This does not necessitate his concurring in all his views, but it gives the author the right that belongs to him, while it enables the reader to reject without injustice all that to him seems unsupported.

Reading should be done deliberately and with much independent thought. He who reads should not confine himself to the channels in which the author's thoughts ran, but he is at liberty to penetrate deeper, if he can and will, and find treasures of which the author never dreamed. This is not only a privilege, but is one of the great purposes of reading; not to lumber our minds with ideas of others, but to draw out our thoughts into new channels and teach us to think for ourselves; and the books that most effectually do this are the ones to be chosen. The constitution of the mind like that of the body differs in different individuals; the same regimen will not suit all. The objects of study vary, so each must answer for himself what he should read, by comparing it with why he reads. But the advice of Pliny ought always to be remembered, "Read much rather than many things."

AD PUNCTUM.

To the point, young gentlemen, AD PUNCTUM, repeated the Professor of Elocution; if you have nothing to say, keep your seat and tongue till you have: then speak to the point, and always stop when you are done.

Such a Professor ought to be the "schoolmaster abroad;" teaching everybody to think, and to write, and speak, and act, *to the point*. His services in making the next a pointed generation would be richer than gold.

Sydney Smith was wanting in neither point nor wit; but he dulled both, in the length of some of his sermons. Being annoyed by the criticisms, and invited to preach a charity sermon, he announced as his text Prov. 19: 17: *He that hath pity upon the poor lendeth to the Lord: and that which he hath given will He pay him again.*

Now, said he, in substance, you see what the pitiful man does; how he lends his money, and how recovers it. If you like the precedent, and are satisfied with the security, *down with your cash*. Amen.

A physician was called to visit a sick man. "Now," said the man, after describing his case, "Doctor, I want you to strike right at the point." "I will," replied the Doctor, and with a single blow of his cane smashed the brandy bottle from the side board.

These cases may be too abrupt and eccentric for imitation; and yet very much to the point. But abruptness rather than tediousness, and the keen cut of the sabre rather than than the rude mangling of the case knife. If a mosquito proposes to bite, let us have the point of his bill, rather than an endless song of his bloody intentions.

A recent trial for murder awakened a great deal of interest and general newspaper notoriety. In longevity it resembled the lives of men before the flood. Days were spent in the examination of witnesses, partly because they did not testify *to the point;* and more because they were not questioned *to the point*. But the pleas, on the one side occupying two days and a half, and on the other four days, were far more *pointless*.

If they were made to shew the verbosity of the lawyers; their ability at repetitions; their power at darkening counsel by words without knowledge; the justness of the largeness of their fees by the length of their tongues; or to confuse the jury and wear out their patience, it must be acknowledged they were a great success. But in the interest of humanity and justice a grievous failure. Better for all concerned had each law-

yer been *compelled* to come *to the point;* to seize the vital and only essential facts, principles, and arguments in the case, and condensed them within the limits of a half day speech, The long winded will here put in a smile, and also a caveat; but the Professor had long ago given them the length of their own rope, and was giving counsel to some who might become lawyers.

In all civil and criminal jurisprudence, involving the rights and lives of men, with exceptional cases, such a condensed brevity should be rigidly enforced. When this is done, the grateful people, instead of complaining of the everlasting delay of the law, will be engaged in erecting ante-mortem monuments for such as have had the sense and wisdom to *come to the point.*

But what of the pulpit?

The Rev. Dr. Verbombas,—a man of great learning and longitude,—a few years ago preached the annual sermon at the meeting of a great missionary association. It was a great occasion; he made a great effort; and succeeded, in making possibly one-fourth of his congregation understand him; while the three-fourths wondered that any man could get so much science, art, literature, philosophy, and history; so many great names; so many classical allusions and illustrations; so much out of the depths of space, and so much out of the depths of mud into a sermon of an hour and a quarter, and say so little that was *practically to the point.*

The next year the Rev. Peter Point preached the sermon. And if the large congregation understood more, and wondered less, they went away from hearing that sermon of forty-five minutes with new desires, and new determinations to pray more, to labor more, and give more for the conversion of the world to God.

Except where a discourse is largely historical, or the peculiarity of the circumstance requires length, the wise preacher, who would make a deep and permanent impression by his truthful utterances, will be reasonably brief; long enough to drive the nail in a sure place, and sensible enough not to strike again where it is fairly driven home. He will obey the teachings of his text in a line as straight as the shortest distance between two points: and if he ever exceeds the limits of useful propriety, he will heartily repent; and his congregation as heartily rejoice in the evidence that his repentance is sincere.

In all the departments of life a pointless man is worth little more than a pointless pen. Let then the student sharpen his habit of study; the lawyer his brief; the preacher his sermon; the mechanic his tools; the farmer his ingenuity, and every man his wits. If you would be successful anywhere, in any laudable thing, *to the point,* young gentlemen; AD PUNCTUM, repeats the Professor.

WHAT WOULDST THOU MORE?

From the German of Heine.

Diamonds and pearls are thine;
Thou hast all that men adore.
Most beautiful are thine eyes—
My love—what wouldst thou more?

In the light of thy beautiful eyes,
I have sung full many a score
Of everlasting songs.
My love—what wouldst thou more?

With thy beautiful eyes, my love
Thou hast ravished me o'er and o'er;
And prone to the earth hast struck me;
My love—what wouldst thou more?

Feb. 14, 1879. ST. VALENTINE.

NOTES FROM THE ALUMNI.

REMINISCENCES OF COLLEGE LIFE.

BY REV. H. ROOD, D. D.

No. III.

This number will carry us through our first college year. The fall term moved on smoothly to its close. Winter vacation with its school-teaching came and past. The new dormitory was finished, and in March we took our quarters there. During the spring and summer terms three events occurred worthy of notice in such a paper as this. They were neither connected nor contrasted; they had not the least nor the remotest possible relation to each other.

THE DEBATING CLUB.—Soon after the work of our spring term was arranged and settled, a class-

meeting came, to see if we would form a debating club. Our fall quarters hardly admitted of such a movement, and it had been postponed. Some of the class were young, and others had never been to an academy. To such it was new business. With a little disorder and confusion, a chairman and scribe were voted in. A verdant Yankee youth, sitting crosslegged and crooked, tapped the floor with his feet and said, "Mr. Chairman, I wish some one would tell us what the object is, and what we are to do. I can't fool away my time here unless there is something to be done." So the chairman explained as follows: "The object is to improve ourselves in extempore speaking; to read up on subjects and get general information; to become acquainted with the order and rules of debate in public assemblies; to exercise our own talents, and sharpen our wits and such kind of matters." The young man replied, "Well, I come to college to study Latin and Greek. I do not see anything in all this folderol that is going to help us get our lessons. I move we adjourn." The motion was put and lost. Then came the regular business. A motion was made that we form a debating club in the class, and it was duly seconded. The chairman asked if there were any remarks to be made on the motion before putting the question. Then a Mr. Tuttle from Monkton, the second north of Middlebury, a small-sized, bright, innocent youth of country fitting, a little lame, walked with a staff, wanted to have some part in the matter. So he dashed his staff on to the floor, sprung to his feet and said, "Mr. Chairman, Mr. Chairman, I move we do so." It was said so innocently, so earnestly, and so put, no one could help smiling. I remember exactly where he sat, how sprung up, and how he talked when he said it. It made an impression, and *I move we do so*, became a by-word in the class. After a little discussion, the motion was passed in the affirmative, and it was settled that we should have a debating club. The next point was, how many shall discuss on a single question. All sorts of numbers were named from two to the whole class, and it was finally settled that six—three on a side—should speak at each meeting. Then came up the question of officers: who shall they be, and how long shall they hold. By this time the class had got limbered up a little, found they had tongues and could use them. There was real sharp discussion on this point. It was finally settled to have only two officers, a president and scribe, chosen by ballot once in four weeks; meetings to be held Wednesday evening, and the speakers to be taken in alphabetical order, three from the top and three from the bottom of the class, counting backwards. Then came the important matter of questions. What shall they be, and how shall we get them? This had been considered beforehand. It was proposed and adopted, that all the members of the class be requested to hand in written questions to the chairman or scribe, and that the club should at every meeting vote in the question for the next discussion. Our first question was this: "Which has the most power and influence for good, the pulpit or the press?" This was a famous and leading question of those days. This club forming was a hard afternoon's work for those who managed it. But the comfort was, their little ship on the mill pond was pegged together and fairly launched. The club was a success.

Some of our questions discussed were these: Is law or medicine the most useful profession? Is history or general literature the most profitable reading? Was Hanibal or Napoleon the greatest general? Is duelling justified in civilized countries? Are languages or mathematics the most important part of a college education? Is it right to read novels? Was Milton or Shakespear the greatest poet? Is it morally right to hold men in bondage as slaves? Is capital punishment right? Are wars ever justifiable? Was Washington or Columbus our greatest benefactor? Was the revolutionary war justifiable?

To be continued.

The Undergraduate.

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TABLE OF CONTENTS:

Page.

LITERARY:

December and April (Poem) 65
H. R. Dorr, '81.
Psychology for Teachers (Concluded) 65
Prof. D. McGregor Means.
What Ought we to Read? 68
J. L. Barton, '81.
Ad Punctum 69
Dr. J. Spaulding.
What Wouldst Thou More? (Poem) 70
St. Valentine.
Notes from the Alumni 70
Reminiscences by Dr. H. Rood.

EDITORIALS, &c., &c.:

Skating 72
"Ad Punctum" 72
Our Library 73
Communications 74
Town and Campus 74
Personals 76
Exchanges 77

EDITORIAL.

ALTHOUGH we have no gymnasium at Middlebury we have many things that take its place. The chief of them all during the winter months is furnished by the perfect ice of Otter Creek. For the last three weeks this has been constantly patronized both by professor and student. The bracing effects of the air, the rapid flow of the blood, the strengthened muscles, the keen appetite and the grace of movement acquired by this delightful pastime are hardly to be equalled even by the most spirited athletic sports. There is no exercise more excellent for the sedentary life of the student. The great fault to be found with most of the athletic sports so much admired by students is that they are too violent, and not a few instances are seen every year of the injurious effects of over exercise. Skating comes in at just that time of the year when exercise is the most needed and when gymnasium practice becomes tedious. It is one of those moderate kinds of sport which give perfect rest to the brain while the bodily exertion is just enough to bring into play all the muscles without exhausting them. Again it does not take the determination on these bright February days to spend a couple of hours a day on the ice in the company of agreeable companions, especially if they chance to be of the fair sex, as it does to enter the cold and sunless gymnasium and tumble about for an hour in the hope of a distant victory in the regatta or the immediate gratification of blacking both eyes of your opponent at boxing.

The pleasures of skating can never be fully realized by one who does not participate. They have been eulogized in prose and sung in poetry, and one who has lived for twenty years without a practical knowledge of these pleasures has lost something worth having, and can rectify his mistake only by following the great Goethe's example and learn immediately.

WE DESIRE to call attention to the article in the literary department entitled "Ad Punctum," written by Dr. J. Spaulding of New York City, a graduate of 1825. It is peculiarly fitting that every student should not only understand the principle so pointedly urged, but also that he should put this principle into active use. Verbosity is a fault into which we are easily drawn and from which we escape with difficulty. In

recitation, for instance, each one is eager to show the greatest possible proficiency, and in attempting to do this he is liable to fall into the absurd habit of wandering around the subject and repeating himself. This is especially the danger when the lesson has been poorly prepared; then an overflow of aimless words is resorted to that one's ignorance may be concealed. Nothing can be seen through quicker by a sharp professor than this ruse. Nothing, however, is more aggravating to one's pride than a sudden, awful pause, when one is in perfect darkness as to what should come next. Here the temptation is overpowering and the habit comes irresistibly unless the greatest care is exercised.

In relation to this same point the series of articles on "Psychology for Teachers," which comes to a close in the present issue, is of interest. The value of the recitation room in calling forth the highest powers of definition, description and composition in general has been fully discussed. To make a clear, easy and forcible recitation, we gather from these two articles, is one of the highest attainments of our college course.

WE NOTICED in the reports of last Commencement that a committee was appointed to devise ways and means for raising a library fund. During the long evenings of the winter term, when students are reading more than at any other period of the year, we fondly think of that committee and send up fervent petitions to providence that she will look kindly down upon them and give them success. We seem to see in the light of some dim future the results of their labors swelling our present library so that like certain Mollusks it will have to shed its present shell and occupy larger and better quarters; while with fascinated gaze students of a later day tread with bated breath the alcoves. Where the genius of modern learning and culture shall pervade the air and be absorbed by their enthusiastic spirits. We have been patriotically striving for nearly four years to convince ourselves that "a man of one book is to be feared;" that our library in its way is as satisfactory as any library in the country; and that we need not more books, but more appreciation of the books we have; but, to confess the truth, we have made an utter failure of it.

Thirteen thousand books seem a large number for one man to master, and so it is; but when we find that ten thousand of these are never looked into by the student, we see how useful they are. Why are they so neglected? A large number, say a thousand, are old volumes in foreign languages, as many more are government reports and the remaining eight thousand are divided between musty theological works of a century ago and histories all out of date. Perhaps students are to blame for "neglecting such a precious opportunity," perhaps we are getting a little "above our fathers," probably our "intellects and tastes are degenerating;" if this is so we confess it and in the face of such a humiliating truth ask for something better suited for our depraved natures.

In some particulars our library is an excellent one. In the department of English Literature up to the the nineteenth century no collection could be more servicable. In the department of history and especially classical history no fault could be found. There is also a fine set of bound reviews that might be made much more servicable than they are at present. But modern science, modern criticism, modern literature are represented by only a few odd volumes. There is not a term in our course but finds us fettered by lack of books on the subjects in hand. Take Political Economy, which needs the latest facts, the latest thought as well as the history of the science; we have very few books on this subject. In fine art, where an enthusiasm can be aroused only by means of good reference books, we are utterly destitute.

But we conjecture that not the students alone are cramped by a limited library. A Professor made reference to a large number of books, and

those too of the latest date. Either he must buy them for himself or have recourse to a good library. With a small salary he must do the latter or go without.

We do not wish to be thought complaining: we only want others to see the facts as they are daily experienced in our college course. No one in the past has been to blame; but we do hope that the committee of ways and means may be speedily successful; for every day is sending out students from our college who will lament through life the limited advantages of our library.

We hope in the future to have a column or two reserved for communications by the students and others on topics of immediate interest. We call upon all to take a more active interest in the Undergraduate and try to make it more wide-awake. There are many practical subjects in which students are interested, and we shall open a department that these ideas may be ventilated. Let us hears from you, boys.

The Seniors are in the depths of Political Economy this term. They are examined each week on fifty pages or so in Smith's Wealth of Nations, besides taking down five lectures by Prof. Means, who makes the subject very attractive. As we go to press we are happy to report one of the best lectures in the High School course by Prof. Means on "Culture and Refinement."

Aware of the importance of securing good music for commencements and all entertainments in the success of which good vocal or instrumental talent is an essential element, we cannot forbear advising our readers to study the array of musical celebrities presented in the advertisement of James H. Roberts & Co., to be found in our columns. We are confident parties desirous of engaging good talent will find it to their advantage to consult this Lecture and Musical Agency before making contracts elsewhere.

TOWN AND CAMPUS.

T T returned.

Skating and coasting seems to be the order of the day.

Some of the students are holding meetings in the out districts.

President Hulbert lectured at New Haven Monday night, February 10.

Judge Barrett delivers the next lecture in the New Haven Lyceum course.

Pollard has gone home for a few days to recruit and Hoyt, recruited, has returned.

The Choral is well attended, and is at present engaged on Handel's Dettenger "Te Deum."

And in the course of the discussion a Freshman exclaimed, "I fancy myself Alexander!"

Whitmore and Clark have visited the town again and as usual meet with praise on all sides.

Day of prayer for colleges was observed as usual January 30, by exercises at the chapel at 11 A. M.

Since Murkland's barrel of apples came his door has been terribly shattered by the knocks of friendly callers.

The Kaleidoscope will be out *sure* sometime. Bailey is printing it. Let me see! How many are you down for?

February 5th a large party from Middlebury attended a dramatic entertainment at Orwell. They report a pleasant time.

And even at this late day a Freshman sails into chapel newly adorned with the symbols of recent goat and gridiron experiences.

The musical entertainment given by Miss Higley's singing class is reported as very fine. It is to be repeated on Monday evening, February 17.

Any student found locking and screwing up the Latin room door from this date, will be admonished. The admonition will be about eleven inches long and made of leather.

If the students must bring dogs into chapel, why will they not bring small ones. A man of average strength stands no chance with such a monster as the one driven out last Monday.

A petition was sent to the faculty by the students requesting a day off, to clean the campus walks. Next morning, Fleming's snow plow was attending to them. Boys! you didn't intend to hint did you.

Mrs. Hammond still remains and the good work goes on. About two hundred are said to be seriously interested. Tuesday afternoon was given to religious exercises at the college, over which Mrs. Hammond presided.

The Hawthorne Club met Friday evening the 7th, at Miss Ada Callender's, to read Autocrat of the Breakfast Table. The next meeting will be at Mrs. Steele's, when Ancient Ballads from Percy's Reliques will occupy the time.

Scene near the High School: "Archie don't slide on the ice that way, you will wear your rubbers out." "I don't care," said Archie, "I want to get 'em so they'll skate." He will probably get the skates he has longed for.

The National Temperance Society has had the audacity to send about two hundred pamplets on total abstinence to the President for distribution. What an idea! It is a well written article, though, by Cannon Farrar, and is well worth reading.

Why have the ladies forsaken us this term? Not one thus far at rhetoricals. They certainly would spur us on to better efforts, and we hope ere long to see them again. The walks are all right now and the cold is abating. Please come!

Murkland and Oliver have procured a very handsome organ, which will be set up this week at 25 Starr Hall. It is a fine instrument; six sets of reeds, twenty-seven notes of pedal bass, which, when not in use, can be shoved under the organ like a drawer.

As we approach the fourteenth of February St. Valentine begins to trouble our dreams, and we wonder if it will be a dear little pink winged messenger or a hideous economical chromo in which a paste pot and pair of shears loom up conspicuously in the foreground.

Our town is stirred to its deepest depths concerning popular amusements. On Sunday both sides of the subject will be handled. Gently! good people, gently! Havent you read about those ancient individuals who swallowed camels? Skating will go next, then talking, and finally laughing will be considered wicked.

We miss the genial "good morning" of our venerable janitor. He has been confined to the house for over a week, but we are glad to report an improvement, and indulge the hope that he will soon be with us. The mighty Ajax fills the position manfully, but we don't think he clings to the bell rope as affectionately as Mr. Powell does just before morning prayers.

Prof. Means lectures at the Academy Hall on Friday evening, Feb. 14th, subject: "Culture and Refinement." We can testify that he is competent to lecture on culture in one respect certainly, for we saw him on the ice the other day and were glad to sell our eight dollar skates for thirty-five cents immediately after. Our feet seemed to grow larger and move more clumsily as soon as he began to skate and before he had been on the ice five minutes they weighed at least a ton apiece.

One of the students was found insensible at his desk the other evening, and upon examination it proved to be the effects of the following effort. His poor overworked brain had given out before it was completed, but we think the last lines, which we supplied, will meet his approbation. It was removed lest he might suffer a relapse on seeing it again, but as he appears to be gaining, we venture to publish his lines written on being made the happy recipient of a *robe de nuit:*

Beauty's fingers, deftly weaving
Silken robes for gods divine,
While the gods themselves are ling'ring
O'er the sparkling ruby wine,
Such a task inspires approval,
And with praise our thoughts incline,
But with gratitude I'm speechless,
Gazing on this robe of mine.

But alas! I feel unworthy
In this maze of tucks and frills,
And my soul, with thoughts peculiar,
Every little ruffle fills,
Two adown the front meander,
Like twin-sister, mountain rills
And—but to attempt a description
Would defy the ablest quills.

Could I ever dare to slumber!
Ah! I would not even doze!
Wrapped in such a beauteous garment,
And my eyes would never close,
Such a sight of spotless beauty
Would defend from wicked foes,
And would always prove a safeguard
'Gainst the direst, deepest woes.

Lady! when I strive to thank thee,
All my senses seem to fail,
And in clouds of doubt, uncertain,
All my thanks and comments sail,
She, who last made me a night robe,
Caused me long to weep and wail,
For she thoughtlessly or basely
Left a needle in the tail.

INCORPORATION OF THE M. C. P. ASSOCIATION.

Section 1. We, who are stockholders in this hereby formed corporation, and our successors, by these presents constitute ourselves into a body politic and corporate by the name of the "Publishing Corporation of Middlebury College," according to the act of the General Assembly of this State, approved November 23, 1870.

Sec. 2. This corporation is established for the purpose of publishing a monthly paper known as the "Undergraduate," and for the transaction of any and all other business that may arise from the publication of the paper aforesaid.

Sec. 3. The location or place of business of said corporation is at Middlebury College in the town of Middlebury and County of Addison.

Sec. 4. The capital stock of said corporation is five thousand dollars, which is divided into shares of one hundred dollars each.

Sec. 5. The business of said corporation is managed by seven directors, elected from the stockholders, who hold stock to the amount of two hundred dollars. One of said directors is president of the corporation, one clerk, and three constitute a financial committee, the chairman of which is treasurer.

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} Directors.

Middlebury, Vt., Jan. 18, 1879.

PERSONALS.

Have you ever experienced the despair of one who saw a good work to be performed, which would gratify many people, and desired earnestly to do it, but could not owing to his limited resources? If you have, you have experienced the same feelings gone through by the editor of the personal department of a college paper at every issue. If you could have a little sympathy for him and as much for those who would be benefitted, it would be a very simple matter to drop an occasional postal concerning yourself or any Alumni you may know about. Please let us hear from you; or we shall soon begin to surmise that a personal column is not of enough interest to warrant the trouble incurred in its continuance.

'27. Dr. Henry Smith, LL. D., senior professor in the Lane Theological Seminary in Ohio, died a short time since, aged seventy-three years. He was graduated from the Andover (Mass.) Theological School, was formerly President of Marietta (O.) College, and succeeded Dr. Beecher in the Lane Seminary. His only important contribution to literature was a translation of Crusins's Homeric Lexicon.

'35. Prof. Robbins has been writing an interesting series of articles in the *Biblio thecra Sacra* on Socrates.

'37. Hon. E. Burton and wife of Manchester, recently made a visit to their daughter who resides at Smith's Falls, Ontario.

'48. "Francis Murphy's Gospel Temperance Hymnal" is a compilation by *Rev. Dr. J. E. Rankin* and Rev. E. S. Lorenz; a number of the hymns and tunes also have been composed by them, especially by the former. The work was done by request of Francis Murphy, the famous temperance worker, and seems excellently suited to aid such labors as his. There are a hundred and fifty-two hymns, and nearly as many tunes. Many are well known and some are new. Most are distinctively religious, and many relate esspecially to temperance. In general, the book resembles the various "Gospel Hymns" which have been circulated so widely in connection with Mr. Moody's work, but we regard it as better than either of those.—*Congregationalist.*

'55. Rev. E. P. Hooker made a ten days' visit to Boston and vicinity a short time ago.

'59. Died at College Hill, January 25, Willie, son of Prof. and Mrs. Shipman.—*Tuftonian.*

'62. D. K. Simonds, proprietor and editor of the Manchester *Journal*, represented the Skinner Post G. A. R. at the grand encampment of the Vermont department at Rutland, January 21.

'68. Prof. E. H. Higley delivered a lecture at West Rutland, last Wednesday evening, the 12th inst.

'74. Rev. A. O. Spoor of Hinesburgh, has been in town in attendance upon the meetings of Mrs. Hammond.

'75. Dr. H. W. Hamilton, father of Dr. W. H. Hamilton of '75, has removed to Swanton, leaving his large practice to his son. A very propitious opening.

'75. Rev. Lawrence Phelps of Barton, has commenced a series of Sunday evening lectures on "Night Scenes in the Bible."

'76. J. W. Abernethy has gone to New York City to spend a few weeks.

'76. W. W. Gay of Malone, N. Y., is now in the office of the Springfield *Republican*. Mr. Gay is a practical and elegant writer with a good journalistic faculty, and his services would be an acquisition to any paper.—*Middlebury Register.*

'77. A. T. Stapleton is spending the winter in Middlebury.

'78. Fremont Hamilton was in town a few days ago. He is spending the winter at home in Brandon.

'79. William Dawson is out teaching and will re-enter college with '80.

'79. S. M. Harris, formerly of '79, is an editor of *The Tripod*, published at the Northwestern University, Evanston, Ill.

'79. Dugald Stewart is slowly improving.

'80. John A. Barrett is still in very poor health, and is spending the winter at home in Woodstock.

'80. P. M. Meldon has become a member of the Delta Kappa Epsilon Society.

'82. J. Humphrey has become a member of the Delta Upsilon Society.

'82. C. B. F. Palmer has become a member of the Chi Psi Society.

EXCHANGES.

Since our last issue we have received the following exchanges: *Bates' Student, Tuftonian, Vassar Miscellany, News Letter, University Press, College Argus, Ariel, Concordiensis, Tripod, Student Life, Oberlin Review, Hamilton Literary, Dartmouth, Madisonensis, Syracusan, Volante, Chronicle, Reveille, Bowdoin Orient, University Herald, Brunonian, Williams' Athenæum.*

We found the February *Tuftonian* interesting. It is as clean a sheet as we often see. The article on Rubaiyat of Omar Khayyam was fresh and well written. We heartily sympathised with the editorial plea for more elocution. The locals are good as far as they go, *but that is not far.*

The *Volante* has excellent editorials on the uses of a library and college literature. We clip the following poem which so exactly interprets the fellings of one who bids farewell to his college days and starts out in the world alone:

DEPARTED DAYS.

Like the faint perfume of a drawer
Where rose-leaves were, but are no more,
The sweetness of departed days
Lingers through all our lives and ways.

As when, across a maze of flowers
The south wind wafts the early showers,
Not several sweetnesses he brings,
But mingled odors load his wings.

So from the past there gently steals
A subtle joy, he knows who feels;
Not many memories fill his soul.
But the blest influence of the whole.

The *Bates Student* of January came forward advocating the establishment of a "Pan-Collegiate Review." It forgets that the large number of college journals, which it eulogized in the opening of the editorial, form the greatest obstacle against such a venture. Notwithstanding their belief that the "Alumni will support it" we fail to see any reason why they should. Alumni are not cosmopolitan however much love they may have for their own Alma Mater and this love would not lead them to overlook puerility in a "Pan-Collegiate Review" as it does in the journals of their own college. To the few who wish for general information the admirable two columns in the *Monday World* furnish this in as good a form as one can desire.

We clip the following translation from the *Yale Couriant* which by contrast can be appreciated better in this season than any other. It contains the true Greek spirit, chaste and rythmical. We hardly approve of rhyming what originally had no rhyme, although we understand how hard it is to bring into English that delicate flow of music without some such devise.

ODE TO BACCHUS.

FROM THE RANÆ OF ARISTOPHANES.

Hail, Bacchus, dweller here in sweet retreat!
Come forth upon this grassy mead and greet
Thy pious worshippers. Thy Thyrus shake!
The clust'ring grapes and myrtle leaves vibrate,
That round thy brow, with berries deeply red,
Kind nature bound, fit crown for royal head!
O deign thee now with thy majestic pace
Our gayly-sportive choral dance to grace;
Our mystic dance, from every restraint free,
Yet not displeasing to the Graces three
In any way, and which held sacred is
By those initiated in thy mysteries.

Awake, O Bacchus! Take thy gleaming torch in hand,
Blest Bacchus, honored guardian of our land,
Thou brilliant star, bestow thy genial light
Upon this holy festival of night.
How brightly shine our torches o'er the lea.
An aged man's infirm, and weak his knee;
But gone are pains, from limbs the shackles fall
That hoary time relentless binds on all,
When thee we celebrate on festal night,
Then hasten thou, illumed by torches bright,
Lead on to placid olive studded plain
With joyous countenance, youth's chorus-loving train.

G. S.

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Announcements for 1878-9.

Among the attractions for the coming year are the following:

"HAWORTH'S," a serial novel, by Mrs. Frances Hodgson Burnett, author of "That Lass o' Lowrie's." The scene of Mrs. Burnett's new novel is laid in Lancashire; the hero is a young inventor of American birth. "Haworth's" is the longest story Mrs. Burnett has yet written. It will run through twelve numbers of the Monthly, beginning with November, 1878, and will be profusely illustrated.

FALCONBERG, a serial novel, by H. H. Boyesen, author of "Gunnar," "The Man who Lost his Name," &c. In this romance, the author graphically describes the peculiarities of Norse immigrant life in a Western settlement.

A Story of New Orleans, by George W. Cable, to be begun on the conclusion of "Falconberg." This story will exhibit the state of society in Creole Louisiana about the years 1803-4-5, the time of the cession, and a period bearing a remarkable likeness to the present reconstruction period.

Portraits of American Poets.—This series (begun in August with the portrait of Bryant) will be continued, that of Longfellow appearing in November. These portraits are drawn from life by Wyatt Eaton and engraved by T. Cole. They will be printed separately on tinted paper, as frontispieces of four different numbers. Illustrated sketches of the lives of the poets will accompany these portraits.

Studies in the Sierras—A series of papers (mostly illustrated) by John Muir, the California naturalist. The most graphic and picturesque and at the same time, exact and trustworthy studies of "The California Alps" that have yet been made. The series will sketch the California Passes, Lakes, Wind Storms and Forests.

A New View of Brazil.—Mr. Herbert H. Smith, of Cornell University, a companion of the late Prof. Hartt, is now in Brazil, with Mr. J. Wells Champney (the artist who accompanied Mr. Edward King in his tour through "The Great South,") preparing for Scribner a series of papers on the present condition,—the cities, rivers and resources of the great empire of South America.

The "Johnny Reb" Papers, by an "ex-Confederate" soldier, will be among the raciest contributions to Scribner during the coming year. They are written and illustrated by Mr. Allen C. Redwood, of Baltimore. The first of the series "Johnny Reb at Play," appears in the November number.

The Leading European Universities.—We are now having prepared for Scribner, articles on the leading Universities of Europe. They will be written by an American college professor, Mr. H. H. Boyesen, of Cornell (author of "Falconberg," &c.) and will include sketches of the leading men in each of the most important Universities of Great Britain and the continent.

Among the additional series of papers to appear may be mentioned those on How Shall we Spell (two papers by Prof. Lounsbury), The New South, Lawn-Planting for Small Places (by Samuel Parsons of Flushing), Canada of To-Day, American Art and Artists, American Archæology, Modern Inventors; also, Papers or Travel, History, Physical Science, Studies in Literature, Political and Social Science, Stories, Poems; "Topics of the Time," by Dr. J. G. Holland; record of New Inventions and Mechanical Improvements; Papers on Education, Decoration, &c; Book Reviews; fresh bits of Wit and Humor, &c., &c.

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